

English Literature SIL 2025 - Year 12 into 13

Part 1- Compulsory Content

1) NEA/Coursework:

Start to write a first draft of your essay *using the plan shared on Teams*. Your aim is to have written 1,000 words by September. This should include:

- The introduction (approx. 300 words)
- The first developed comparative point (approx. 700 words)

2) Othello Preparation and Research:

You need to buy THIS version of the play (this is the copy specified for use in exams by Edexcel);

https://www.amazon.co.uk/Othello-Wordsworth-Classics-William-Shakespeare/dp/1853260185/ref=pd_sbs_74_1/261-4757943-9243517?encoding=UTF8&pd_rd_i=1853260185&pd_rd_r=95c9cc7b-16e3-4c04-9875-347cbc503ccd&pd_rd_w=wvymf&pd_rd_wg=G1Aaa&pf_rd_p=2773aa8e-42c5-4dbe-bda8-5cdf226aa078&pf_rd_r=MKPPDYN1EHZBJ4A1ZW33&psc=1&refRID=MKPPDYN1EHZBJ4A1ZW33

I would also advise you to get this study guide and DVD as well:

https://www.amazon.co.uk/Othello-York-Notes-level-Advanced/dp/1447982258/ref=pd_bxgy_img_2/261-4757943-9243517?encoding=UTF8&pd_rd_i=1447982258&pd_rd_r=95c9cc7b-16e3-4c04-9875-347cbc503ccd&pd_rd_w=TJX6J&pd_rd_wg=G1Aaa&pf_rd_p=106f838b-b7d1-46e9-83e0-f70facc857bf&pf_rd_r=MKPPDYN1EHZBJ4A1ZW33&psc=1&refRID=MKPPDYN1EHZBJ4A1ZW33

<https://www.amazon.co.uk/Othello-Laurence-Fishburne/dp/B000CCRCFM>

Remember, Shakespeare wrote his plays to be watched in a theatre, so watching a version of the play is the best way to start!

Then: research and define these following character types (also make cross references as to where you might have seen these characters before...)

- Protagonist
- Antagonist
- Tragic Hero
- Villain
- Machiavellian Villain/Machiavel

- Rake
- Archetypal Victim
- Gull
- Scapegoat
- Duped/betrayed father
- Flat and Round characters (google E M Forster's definition)
- Foil/Mirror
- Shrew
- Virgin/Whore roles and Dichotomy
- Idealised Female
- fool/clown

Now, research and define the following terms, making cross references as to where you have seen them before:

- Rhymed Verse
- Blank Verse
- Prose (used by Shakespeare)
- Iambic Pentameter
- Heroic Couplets
- Soliloquy
- Parenthesis
- Paralinguistics
- Prosodic Features

Part 2- Additional Content

Begin to make revision folders using the following plan:

| | WHAT? | Revision Notes made? | WHEN? |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------|
| PAPER 1 SECTION B- A Streetcar Named Desire | <ul style="list-style-type: none"> • Plot of the play • Development of characters/character types • Analysis Structure to hit all Assessment Objectives (WHAT / HOW / WHY) • Protagonist, Antagonist, Hamartia, Hubris, Anagnorisis (epiphany), Peripeteia (downfall/downturn/catastrophe), Catharsis, | | |

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|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|
| | <ul style="list-style-type: none"> • Melodrama • Freytag's Pyramid- Exposition, Rising Action, Complicating Action, Climax/Crisis, Denouement/Resolution • Symbols and Motifs: Undressing, Bathing, Paper, Light and Shadow, Phallic symbols • Staging features: proxemics (characters' closeness to each other), paralinguistic/prosodic features, Plastic theatre, Music/sound, Lighting, Costume and clothing, Props, Staged pauses/ parenthesis, One sided conversations • Williams' methods; phallic imagery, zoomorphism, dramatic irony, proleptic irony, Poetic realism, expressionism • Context: Southern gothic, Biography of Tennessee Williams, Post WW2 Society, Hegemonic Masculinity, Hegemonic Femininity, Napoleonic Code, Setting- Elysian Fields/New Orleans, Social Class, Misogyny, Patriarchy, Southern Belle, War-Civil and WW2, Old South/New South, Slavery (plantations), Salerno • Themes: Betrayal, Desire, Fate, Love, Lust, Sex, Violence, Hypocrisy, Mental illness/instability, Decay, Sexuality, Sexual Autonomy, Loneliness, Conflict and Confrontation, Appearance vs Reality • Mythological allusions: Elysian Fields, Pleiades and Orion, Hades and Persephone • Intertextuality: Poe, Hawthorne, Whitman, La Dame aux Camelias, The Arabian Nights, Barrett Browning | | |
| | WHAT? | HOW? | WHEN? |
| PAPER 2 | <ul style="list-style-type: none"> • Plot of both texts • Character development and Character archetypes (heroes/foil/Flat/Round/Active/Passive characters) • How to compare (Beginning of essay, frequent links all the way through) • Analysis structure to hit all Assessment Objectives (WHAT / HOW / WHY) <p>A THOUSAND SPLENDID SUNS</p> <ul style="list-style-type: none"> • Genre: Social Realism, Historical Fiction, Domestic Fiction, Didactic Fiction • Narrative devices and structure: Limited Heterodiegetic, interweaving perspectives, female protagonists • Themes: War, Gender, Religion, Plight of Refugees, Hope, Motherhood, Beauty of Afghanistan, Power of Love, Sacrifice, Inequality | | |

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| | <ul style="list-style-type: none"> Context/Verisimilitude: Afghanistan History, Bloody Coup, Russian Invasion, Civil War, Taliban takeover, American invasion to defeat Taliban after 9/11 Intertextuality- Poems by Afghan poets used throughout <p>TESS OF THE D'URBERVILLES</p> <ul style="list-style-type: none"> Genre: Social Realism, Domestic Fiction, (Anti)Pastoral Tragedy, Didactic Fiction Narrative devices and structure: Omniscient Heterodiegetic, interweaving perspectives, female protagonists Themes: Gender, Inequality, Modernity, Nature, Religion, Hypocrisy, Society, Fate, Love, Redemption, Family and Motherhood, Plight of the Working Class <ul style="list-style-type: none"> Context/Verisimilitude: Victorian Religious Morality, Angel of the House/Fallen Woman, Industrial Revolution, Farming, Class roles, Poverty, Rise of New Money <p>Aiming for A/A*? Wider Reading for ALL Topics: Study guides, JStor, Critical Interpretations/Essays</p> | | |
| | WHAT? | HOW? | WHEN? |
| PAPER 3 SECTION A | The Anthology poems that we have studied from this list: | | |

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|----------------------------------------|-------------------|
| Eat Me | Patience Agbabi |
| Chainsaw Versus the Pampas Grass | Simon Armitage |
| Material | Ros Barber |
| History | John Burnside |
| An Easy Passage | Julia Copus |
| The Deliverer | Tishani Doshi |
| The Lammas Hireling | Ian Duhig |
| To My Nine-Year-Old Self | Helen Dunmore |
| A Minor Role | U A Fanthorpe |
| The Gun | Vicki Feaver |
| The Furthest Distances I've Travelled | Leontia Flynn |
| Giuseppe | Roderick Ford |
| Out of the Bag | Seamus Heaney |
| Effects | Alan Jenkins |
| Genetics | Sinéad Morrissey |
| From the Journal of a Disappointed Man | Andrew Motion |
| Look We Have Coming to Dover! | Daljit Nagra |
| Please Hold | Ciaran O'Driscoll |
| On Her Blindness | Adam Thorpe |
| Ode on a Grayson Perry Urn | Tim Turnbull |

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- How to analyse an unseen poem (SMILE analysis)
- Forms of poetry
- Structural decisions
- Stanza types
- Types of repetition
- Lineation
- Meter and rhyme
- Language methods:
- Imagery
- Simile/metaphor
- Semantic field connotations
- Sound imagery
- AO1 advanced terms
- How to compare (comparative topic sentences / discourse markers, etc)

Unseen poetry practice- look through the poems here to help practice the skills you need

<https://www.theguardian.com/books/series/poemoftheweek>

Also- you can google 'unseen poetry practice' and find countless examples aimed at both GCSE and A level students.